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ABSTRACT

The study was undertaken in collaboration with the Kentucky Governmental Services Center (GSC) public administrators regarding the value of public administration education and training. A total of 1,467 out of 1,500 randomly selected public administrators submitted the mailed questionnaire; some respondents had completed a Management Awareness Training Program conducted by the Kentucky GSC, and some had not. Sixty percent of respondents believed that public managers need a related college degree, while 38.4% did not believe so. Women viewed the importance of college education at the same level of importance as males, while none-whites felt that a college education was more important than whites did. The perceived need for specialized training and education in public administration was more prevalent among non-white respondents and respondents above the age of 49. Commitment to training ranked highest among non-whites and women. The two most useful fields of study were perceived to be personnel management and public relations, followed by policy/program analysis, budgeting, management information systems, administrative law, and statistics/research methods. Eleven tables are included. (JDD)

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"EDUCATION AND TRAINING IN PUBLIC ADMINISTRATION: PERSPECTIVES OF PRACTITIONERS"

By

Don Anthony Woods, Associate Professor of Public Administration

Manindra Kumar Mohapatra, Professor of Public Administration

Bruce J. Rose, Assistant Professor of Public Administration

John Bugbee, Adjunct Faculty of Public Administration

School OF Public Affairs
Kentucky State University

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Introduction

Demands for schools and programs of Public Administration/Public Affairs are emerging with increasing frequency throughout the country. This growing popularity for systemized approaches designed to prepare both pre-service and in-service students for public sector careers has given rise to several important questions: on the part of schools, programs, educators and trainers. Such questions might ask:

(1) Who are we teaching or training?
(2) Why are we teaching or training public managers?
(3) What is being taught?
(4) what are the advantages and disadvantages?

While the answers to these questions are as varied as the programs there are some generalization that can be made. For instance one might generalizes about the value of public administration public affairs to both the individual and the jurisdiction to be served by that individual. Likewise, one might inquire about the need for theoretical knowledge as well as practical skills. It is, however, the presence of these unanswered questions regarding the role of education and training for public sector employees that has propelled the study of public management to the forefront of the American educational system.

Public Administration/Public Affairs can no longer be defined as a stepchild of political science. It has emerged as a respected and self-sustaining field of study drawing from the best that the social sciences have to offer. This growth and success is due largely to the efforts of public administration educators and practitioners and the linkages that now exist

between the two groups. Organizations such as the American Society of Public Administration, The National Forum of Black Public Administrators and Women in Government has aided in developing meaningful working relationships between schools and programs of Public Administration/Public Affairs and the clientele which they serve. As such educators are constantly made aware of not only the need but the desire of public employees for such things as curriculum, program structure, expectations, formal and informal approaches to teaching, training and studying public administration. For a more comprehensive discussion, see Grode, 1975; Henny, 1978; Durant, 1985. These questions of value is forged in the normative; that is what should be as opposed to what is. Therefore, one might conclude that the precise value of education and training in public administration/public affairs is a matter of perception on the part of those being trained. To this end the study at hand was undertaken to ascertain and measure levels of perception of public administrators in the Commonwealth of Kentucky regarding the value of Public Administration education and training.

Data Sources

This paper is predicated on a study conducted by public administration professors at Kentucky State University (KSU) from 1987 to present and funded through a research grant awarded by the National Science Foundation. The researchers collaborated with the Kentucky Governmental Services Center (GSC) to measure the impact of training on some 1500 randomly selected public administrators, who have completed the Management Awareness Training Program conducted by GSC. A control group of 1500 untrained public administrators (those not attending or completing the program) were also surveyed. The primary purpose of this statewide comprehensive study of state administrators is to assess their perception of training needs and to identify the evaluative orientations of individuals completing the program. The survey instrument used in the study was designed as a mail questionnaire. It consists of 38 items an was developed by the research staff of Mohapatra, Bugbee, Rose and Woods.

The research was conducted in three mailings which generated 1,467 responses.

Research Objectives

The study is designed to ascertain and analyze the general orientation of public administrators toward education and training. Hence, the study is predicated upon three basic research questions.

1. How do the public administrators view Public Service Education by the practitioner?
2. How do public administrators perceive the usefulness of knowledge in important sub-fields in Public Administration?
3. What is the level of organizational enthusiasm for educating and training among public administrators.

Before addressing the above state questions it may be of some value to have some knowledge of those individuals taking part in this research project. The following table provides important data concerning the respondents.

TABLE I

GENERAL PROFILE OF THE SURVEY PARTICIPANTS*

Gender (N=1,405)	
Male	69.9%
Female	30.4%
Total	100.0%

Ethnicity N=(1,409)	
White	96.3%
Non-White	3.7%
Total	100.0%

Managerial Training (N=1,457)	
Completed Mgt. Training	54.9%
Did Not Complete	44.7%
Total	99.6%

Age Distribution (N=1,372)	
Below 25	4.4%
26-35	33.5%
36-49	39.5%
50 and over	22.2%
Total	100.0%

Seniority in State Govt. (N=1,413)	
5 years and less	9.1%
6-10 years	16.1%
11-20 years	52.4%
21 years or more	22.3%
Total	99.9%

Educational Background (N=1,424)	
High School and below	11.8%
Some College Education	17.2%
College Degree (BA/BS)	39.6%
Graduate	31.1%
Total	100.0%

Job Description (N=1,463)	
Adminis/Professional	46.3%
Clerical	4.6%
Supervisory	23.2%
Service	6.7/%
Law Enforcement	12.3%
Mixed Category	6.7%
Total	99.8%

Type of Organization (N=1,380)	
Data/Paper Oriented	23.8%
People/Service Oriented	71.1%
Machine/Prod. Oriented	5.1%
Total	100.0%

Supervisory Responsibility (N=1,408)	
1- 10 Employees	41.8%
11- 50 Employees	38.1%
51-200 Employees	12.1%
201-500 Employees	5.2%
Total	100.0%

Survey Response Behavior (N=1,457)	
First Wave	46.4%
Second Wave	36.9%
Third Wave	16.3%
Total	100.0%

*N sizes vary due to exclusion of missing data under different categories.

Data Analysis:

As indicated by table one above the respondents were primarily white males between the ages of 26 to 49. More than 70 percent of those participating in the survey had been employed by the Commonwealth of Kentucky eleven years or more with 22.3 percent employed 21 years or more. Seventy percent were college graduates, however of the seventy percent college graduate, 31.3 percent had been enrolled in graduate studies. More than 46 percent of the respondents were employed in administrative or professional positions and 79 percent had some supervisory responsibility. It is important to note that out 1,380 respondents who indicated the nature or type of agency they worked for, at least 71 percent indicated they were employed in a people or service oriented organization. Finally, out of a total of 1,457 replies tot he survey 54.9 percent had completed the Management Awareness Training Program, while 44.7 percent had not.

Table one clearly suggests the majority of the respondents tend to be college educated, middle age, white males with ten or more years of service in Kentucky State Government.

Perceived Value of College Education

Essential to the success of any endeavor is its level of importance to those for which it was designed. It is a matter

of human nature that we are inclined toward and participate more in undertakings that we value most. Values, however, are something which we acquire through socialization and are not linked to the process of birth. As such, we might conclude that the value of a college education is more prevalent among those individuals focusing on the same. The lesser one's level of education, the lesser its importance.

Another crucial factor by which social scientist measure or determine one's value pattern is that of ethnicity. Here the influence of culture, traditions, environment and expectations play a major role in the socialization process. Table II below illustrates the importance of college education in the field of public administration by ethnicity.

Table II

Value of College Education by Ethnicity
Among Public Administrators in the Commonwealth if Kentucky

SURVEY ITEM	RESPONSE CATEGORIES	ALL RESPONDENTS	ETHNICITY	
			White	Non-White
A. Public managers need college degrees related to Public Administration to be effective	Agree	60.8% (858)	60.7% (809)	70.6% (36)
	Disagree	38.4% (542)	38.6% (514)	27.5% (14)
	Unsure	0.8% (12)	0.8% (10)	2.0% (1)
	TOTAL	100.0% (1463)	100.0% (1333)	100.0% (51)

An analysis of the above table suggest that of the 1,412 administrators responding to this survey items 858 or 60.8 percent believe that public managers need a related college degree. More shocking, however, is the percent of total respondents who indicated that a related college degree is not needed. Responding in this category was 38.4 percent or 542 participants.

In Table II we also find that among white respondents, 60.8 percent of those indicated a need for a college education, while 38.6 percent respondents negatively. However, among non-white participants over 70 percent suggested the need for a college education. Here it is important to note that out of a total of 1,412 research subjects only 51 are classified as non-white. Because, of the low number of non-white respondents it may be inappropriate to make comparisons between the two groups. This does not, however, preclude us from making assumptions regarding the variance existing within each group. Clearly, and despite the disparity among the total number of respondents between our two groups the importance of a college education is held in much higher esteem among the ranks of non-white subjects than among their white counterparts. One could speculate regarding this difference of opinion, but suffice it to say that socio-economic and political influence along with racial and environmental factors must be examine to clearly understand and articulate reasons for this finding.

Ethnicity while an important factor is not along in its level of importance. Due to the ever increasing efforts to diversify the ranks of public sector employees more and more women are entering into public sector careers. Today's women are not content to merely seek out and acquire those traditional position. Therefore, their presence as administrators and managers and their views and opinions on important public issues must be consider in order to show some degree of accountability. To this end Table III below presents opinions regarding the value of work-related college education based on the gender of our research subjects.

Table III
Value of College Education by Gender: Among Public Employees in the Commonwealth of Kentucky

		GENDER	
SURVEY ITEM	RESPONSE CATEGORIES	FEMALE	MALE
Public managers need college degrees, related to their be effective.	Agree	60.9% (257)	61.3% (586)
	Disagree	38.6% (163)	37.8% (361)
	Unsure	0.5% (2)	0.9% (9)
	Total	100.0% (422)	100.0% (956)

The response rate among male and female subjects to our research question was 422 females and 956 males as indicated in Table III above. Likewise the breakdown between those individuals agreeing with the question and those not agreeing are significantly close among both male and female public sector employees. Clearly, women view the importance of related college education with the same level of importance as their male counterparts.

The third major variable influencing perception is age. Table IV below clearly suggests little difference among the four age groups surveyed. Individuals falling between 36 and 49 years of age led the way with 65.4 percent agreeing with the survey item. One might argue, however, that those individuals 50 years and older were less inclined to agree with the survey item. However, as shown in the Table IV, 54.7 percent agreed that the need for job related college education existed. The range between the highest and lowest age group is 10.7 percentage points.

While we continue to maintain that age is in general an important variable influencing our perception, it does not appear to be a major issue when addressing our survey item relating to the need for work related college education.

Table IV

Value of College Education by Age: Among Public Employees in the Commonwealth of Kentucky

Survey Item	Response Categories	Age (in Years) 25 and under	26-35	36-49	50-
: Public Managers need college degrees, related to their work to be effective	Agree	59.0% (36)	59.9% (269)	65.4% (353)	57.7% (162)
	Disagree	39.3% (24)	39.4% (177)	33.7% (182)	44.9% (133)
	Unsure	1.6% (1)	0.7% (3)	0.9% (5)	0.3% (1)
Total		100% (61)	100% (449)	100% (540)	100% (296)

A note of warning is sounded against the making of conclusions based on our analysis of the data presented above.

In the responses according to ethnicity and gender it would be helpful to ascertain the level of educational attainment of those individuals agreeing with the survey item. The cross-tabulations required to analyze this variabl, was not available at the time of this writing, none the less, we perceive that some grounded speculation is in order. What if a high percentage of those research subjects agree with the survey item were holders of college degrees in public administration, business administration, economics or political science. How would you then predict their response and why? Further analysis is underway to measure the response rate and trend of research subjects holding undergraduate or graduate degrees, however, in the absence of this data, we might hypothesize the following:

> Public administrators and managers holding college degrees, tend to support the need for college education related to their work to increase or improve their effectiveness.

Training and Education for Public Administration

There was a time not so very long ago when it was widely believed that any field of education was appropriate in preparing one for a career in the public sector. This assumption was especially true in respect to business oriented education. Success in the private sector was held out as an indicator

for potential success in the public sector. In this study the researchers attempted to measure the opinions of public sector employees.

Regarding this diversification of education among public sector administrators. Our findings are presented in the tables appearing below. Again, data is tabulated, analyzed and presented according to ethnicity, gender and age. Table VI representative of the responses submitted by all respondents while table VI represent our three major variables.

Table V

Training and Education In Public Administration
by All Respondents

Survey Item	Response	All response
. Public Managers, irrespective of their other educational background need training and education in Public Administration	Agree	85.5% (1213)
	Disagree	13.8% (195)
	Unsure	0.7% (10)
	Total	100% (1418)

The above table clearly sets forth the views of those individuals responding to this survey item. The vast majority of those surveyed indicated their preference for some degree of training and education in public administration for public managers.

Table VI

Training and Education In Public Administration
by
Ethnicity, Gender and Age

Survey Items	Response Categories	ETHNICITY		GENDER		AGE (in years)			
		White	Non-White	Female	Male	25 and under	26 - 35	36 - 49	50 and over
Public managers, irrespective of their other educational background, need training and education in public administration.	Agree	85.5% (1143)	90.4% (47)	84.2% (356)	86.2% (828)	80.3% (49)	84.9% (383)	86.4% (469)	86.5% (257)
	Disagree	14.0% (187)	7.7% (4)	15.4% (65)	13.2% (127)	18.0% (11)	14.6% (66)	12.9% (70)	13.1% (39)
	Unsure	0.5% (7)	1.9% (1)	0.5% (2)	0.6% (6)	1.6% (1)	0.4% (2)	0.7% (4)	0.3% (1)
	Total	100.0% (1337)	100.0% (52)	100.0% (423)	100.0% (961)	100.0% (61)	100.0% (451)	100.0% (543)	100.0% (297)

The data presented in Table VI above follows the same trend as the data in Table V. Among all three groups there exist a clear preference to training and education in public administration for public managers and other public sector employees.

A closer analysis, however, suggest a higher preference among non-whites. Again while, pointing out the smallness of our simple among non-white participants it is still thought to be of some significance that over 90 percent of the respondents in this group agreed on the importance of public administration education and training. Yet another interesting observation is the rate of affirmative responses within the 50 years of age and over group. Here as shown by Table VI the percentage of these agreeing with the survey statement is 86.5 percent. This figure is significant in that it is generally held that most older public managers had to rely on upward mobility as opposed to education for advancements. Is it possible that since public administrators, (that is senior in terms of age) are suggesting that public administration training and education are benefited not only to the employer but to the employee as well. It would

seem plausible to hold such a position as well as explain such an affirmative response from this group.

Education and training in the opinion of our research subjects appears to be a major concern of great importance this is strongly supported by the number supporting the need for education of the 1,418 respondents 1,213 respondents in the affirmative.

The Benefits of Awareness

For such a rapidly changing world with so many global issues impacting on the function and operation of government, knowledge is viewed as an indispensable resource. However, as events are constantly changing so also should the level and nature of our knowledge. The acquiring of new knowledge is for the most part informal in the educational process, therefore, those individuals not involved in education or training programs are often time left behind, as a result become less than effective in the performance of their duties. When this occurs, especially in the public sector, the potential for fraud, waste and abuse increases. Hence, knowledge can be viewed as one means by which the public sector acquire and maintain accountability. Not all knowledge is useful in the performance of one's duties, therefore, the type of knowledge acquired is as important as the amount. This is one sure instance where quality is of far more value than quantity.

Technological changes in the artifacts used in the administration of the affairs of State. Managers and

administrator charges with the responsibility of managing subordinates must possess at the very least a working knowledge of the artifacts and their importance and capabilities. Research participants were asked to indicate their preference regarding the acquisition of new and related knowledge in the field of public administration. Their response was overwhelmingly in favor of the same. Table VII below supports this finding. Significant to the study are the responses of both our non-white group of participants and over 50 years of age plus group. As demonstrated by the table appearing below 96.1 percent and 92.2 percent respectfully agreed with our survey item. The lowest level of agreement was among the 25 and under age group with a response of 77 percent agreeing with the statement. While this percentage is deemed to be respectful in terms of its response we find it interesting that 19.7 percent of the respondents age 25 and younger. Consider it to be of lesser importance to remain familiar with current developments in the field of public administration.

Again our speculation is being imposed on the reader, however, as before we feel it to justified or at the very least permissible at this stage of the project. Nonetheless, we will speculate that a clear majority of the individuals falling in this age groups are college graduates, however, their fields of studies were in areas other than public administration and make even the social sciences. Referring back to Table VI, we find that the lowest response to the survey item be measured there

was also the lowest among the 25 and under age group. Here, we will not only speculate but argue that a positive correlation exist between the response in the Table VI and Table VII below.

Table VII
Familiarity With Current Development

Survey Items	Response Categories	ETHNICITY		GENDER		AGE (in years)			
		White	Non White	Female	Male	25 and under	26 - 35	36 - 49	50 and over
Public Managers should be familiar with the current developments in public administration	Agree	88.3% (1178)	96.1% (49)	88.1% (369)	88.8% (853)	77.0% (47)	87.8% (396)	88.9% (480)	92.2% (273)
	Disagree	10.3% (137)	3.9% (2)	10.7% (45)	9.8% (94)	19.7% (12)	10.9% (49)	9.6% (52)	6.8% (20)
	Unsure	1.4% (19)	0.0% (0)	1.2% (5)	1.5% (14)	3.3% (2)	1.3% (6)	1.5% (8)	1.0% (3)
	Total	100.0% (1334)	100.0% (42)	100.0% (419)	100.0% (961)	100.0% (61)	100.0% (451)	100.0% (540)	100.0% (296)

Knowledge in Sub-Fields

A total of 1,406 participants we asked to identify the sub-field in rank order were knowledge would be useful to the overall performance of their duties. Table VIII below sets forth their preference. The reader will note that among seven sub-fields represented personnel management was ranked highest followed by public relations. Interesting here is that public relations as a sub-field of study for public administrators has not been one of the traditional areas of concern. This response could very well be an indication of the changing nature of government. More and more state and local governments are being forced into the marketing arena in an effort to acquire their share of the development pie. They are being required to develop skills that will to enable them to sell their goods to the highest bidder. This is commonly referred to as facilitating economic growth and development.

The knowledge, education and attitudes of the citizenry being served have changed immensely. No longer are citizens allowing themselves to be subjected to the coldness of the bureaucratic structure, but are demanding accountability through meaningful and well structured explanations. Today more than ever before public administrators must be good communicators. Also of interest to the study are the relatively low ranking assigned tot he field of Management Information Systems (MIS) and Administrative Law. With today's technology and over reliance on computers to generate and analyze information it would appear that the importance of the sub-field of study would rank higher than was indicated by our study. Much the same can be said concerning knowledge in the area of Administrative Law. It would seem that the degree of labeling confronting public sector administrators today that knowledge of the law would be deemed more important than indicated by its ranking.

Table VIII

Usefulness of Knowledge in Selected Fields

Field of Study	Random Order	Percentage of Administrators saying necessary and important to a great extent
1. Personnel Management	1	65.3%
2. Public Relations	2	58.6%
3. Policy Analysis/ Program Analysis	3	35.7%
4. Budgeting Operation	4	31.8%
5. Management Information Systems	5	31.7%
6. Administrative Law	6	27.4%
7. Statistics/Research Methods.	7	14.4%

Commitment to education for the purpose of training and development must rest with the organization first. \It is incumbent upon the organization to create on environment where in the desire for and pursuit for ongoing training and/or education becomes second nature among its employees.

Seeking to ascertain the degree to which supervisors encourages training and education the following responses were attained. The percentage of both white and non-white males indicating that their supervisor encourage training and education quite often was about equal as indicated in Table IX below. However, numerically the actual numbers responding clearly shows that more than 50 percent of the white males responding to this issue suggested that their supervisor only sometimes encourage them. The total response among white males was 1,310 of this number 615 respondent by checking the category sometimes. The breakdown among non-white males was more equal of the 51 respondents, 21 suggested that their supervisor encourage their employees often, while 20 or 39.2 percent stated that they are only encouraged sometimes. Even more interesting is the response of non-white males suggesting that they are never encouraged by their supervisors to participate in training or educational programs. Among all the groups surveyed, this response of 19.6 percent is the lowest. Other groups with the exception of the 25 years of age or younger range from 10 percent to 12.6 percent. The exception as indicated above is the youngest group surveyed were 15.3 percent pointed out the fact that they are never encouraged to take part in training or educational programs.

Table IX

Supervisor Encouraging Training and Education for Employees by Ethnicity, Gender and Age

Survey Items	Response Categories	Ethnicity		Gender		Age (in years)			
		White	Non White	Female	Male	25 and under	26-35	36-49	50 and over
Does your supervisor encourage education/training for employees?	Often	41.5% (544)	41.2% (21)	48.3% (198)	38.3% (363)	39.0% (23)	42.7% (189)	40.2% (216)	42.2% (122)
	Sometimes	46.9% (615)	39.2% (20)	41.7% (171)	48.9% (463)	45.8% (27)	44.7% (198)	48.4% (260)	47.1% (136)
	Never	11.5% (151)	19.6% (10)	10.0% (41)	12.8% (121)	15.3% (9)	12.6% (56)	11.4% (61)	10.7% (31)
	Total	100.0% (1310)	100.0% (51)	100.0% (947)	100.0% (410)	100.0% (59)	100.0% (56)	100.0% (61)	100.0% (289)

The final area of concern for this paper centers around the degree of commitment among public sector employees to their own growth and development. While it is essential that the organizations demonstrate its commitment to the training and education of its employees, it is equally essential that the same degree of commitment exist among the employees also. Employees at all levels of the organization must be willing to assume some the responsibility for their on training and education if they expect their employer to make the necessary contributions to their training and education. In an attempt to measure the level of enthusiasm, 1,463 public workers were to respond to the following survey question relating to their co-worker: are people you work with enthusiastic about education/training? Table X below shows that only 27.3 percent or 384 of our research subjects felt that most of their co-workers felt really strong about training/education.

Table X
Opinion of the importance of Training/Education Among co-workers

Survey question	Response Category	Response
Are people you work with enthusiastic about training?	Most of them	27.3% (384)
	Some of them	46.6% (656)
	A Few of them	26.2% (369)
	Total	100% (1463)

An analysis of this survey question by ethnicity, gender and age suggest the continuation of the response pattern appearing in Table X above. It appears that in the opinion of our respondents their is very little concern for training or education among most of their co-worker. However, as indicated by Table XI below, there is perceived to be some interest present among some co-workers. An interesting observation is that only 21.6 percent of our non-white respondents and 18.3 percent of those respondents 25 years of age and younger indicated that most of their co-workers are not very enthusiastic about training or education.

The pattern of response is somewhat different when asked if there was interest among some co-workers. Non-whites and women led the way in responding 51.8 percent and 48.2 percent respectively. We're of the opinion that some co-workers were enthusiastic about training and education. Here again, this response appears to be related to the perceived value of training and/or education for quality job performance and upward mobility for both groups as public sector employees.

Table XI
Co-Worker Enthusiastic About Training/Education by Ethnicity, Gender and Age

Survey Items	Response Categories	Ethnicity		Gender		Age (in years)			
		White	Non White	Female	Male	25 and under	26-35	36-49	50 and over
Does your supervisor encourage education/training for employees?	Often	41.5% (544)	41.2% (21)	48.3% (198)	38.3% (363)	39.0% (23)	42.7% (189)	40.2% (216)	42.2% (122)
	Sometimes	46.9% (615)	39.2% (20)	41.7% (171)	48.9% (463)	45.8% (27)	44.7% (198)	48.4% (260)	47.1% (136)
	Never	11.5% (151)	19.6% (10)	10.0% (41)	12.8% (121)	15.3% (9)	12.6% (56)	11.4% (61)	10.7% (31)
	Total	100.0% (1310)	100.0% (51)	100.0% (947)	100.0% (410)	100.0% (59)	100.0% (56)	100.0% (61)	100.0% (289)

Conclusion

The importance of education and training programs for public sector employees is an issue yet to be resolved. Is there a real need for specialized training in the field of public administration? What fields of study should be emphasized? What kinds of skills developed? These are questions of major concern for most public/government organizations. The success of any program training or educational rest upon the degree of acceptance of those individuals for which the programs are designed. Efforts to design and implement such programs, therefore should reflect those concerns expressed by potential participants. Hence, training/educational programs must be tailored not only to the needs of the organization, but to the perceived needs and desires of the participants as well. One cannot expect in-service personnel to enthusiastically embrace programs designed specially for pre-service students. Nor can we market programs designed for undergraduate studies to potential graduate students. The importance of need-based programs for the training or education of public administrators as well as other public sector employees is directly linked to the success or failure of such programs. This study reflect efforts on the part of the researchers to measure the attitudes and opinions of randomly selected public sector employees of the Commonwealth of Kentucky, hence we set forth the following findings.

There appear to be a need for specialized training and education in the field of public administration as reflected by the respondents to this study. This need, however, seems to be more prevalent among the non-white participants included in the study. These participants above the age of 49 also identified a strong need for such training. Likewise, the majority of our participants indicated the value of a college education in the performance one's duty. When asked, however, if training and/or education had the support of supervisory personnel; most groups with the exception of the non-whites responded in the affirmative. The response of non-whites ranked very low when compared to other groups in the study. Moreover, the study attempted to measure the level of commitment on the part of public sector employees to participate in available training and educational programs. Here the data suggest that commitment to training rank highest among non-whites and women.

An interesting finding centered around the response to the research question regarding the importance and usefulness of knowledge in specific fields of study. Here the research participants ranked personnel management and public relation as the two most useful fields of study.

The overall response to this study clearly indicates that public sector employees perceived training and education in public administration to be of major importance in the performance of their duties.

END

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